

punishing functions of various subsequent events with a variety of simple movement cycles.

Particularly in cases which seem to require aversive consequences for behavior management, and thus human rights committee review, we should consider the use of preliminary tests (approved by the committee) of a set of subsequent events in the same category (e.g., liquids dispensed to the mouth). Such preliminary assessments would reduce the likelihood of extended periods of applying ineffective procedures on the basis of a single guess prior to full human rights approval.

REFERENCE

Lindsley, O.R. "Direct measurement and prosthesis of retarded behavior." Journal of Education, 1964, 147, 62-81.

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DATA-SHARING

WILL THE REAL "SLOW LEARNER" PLEASE STAND UP ?

Robert Bower
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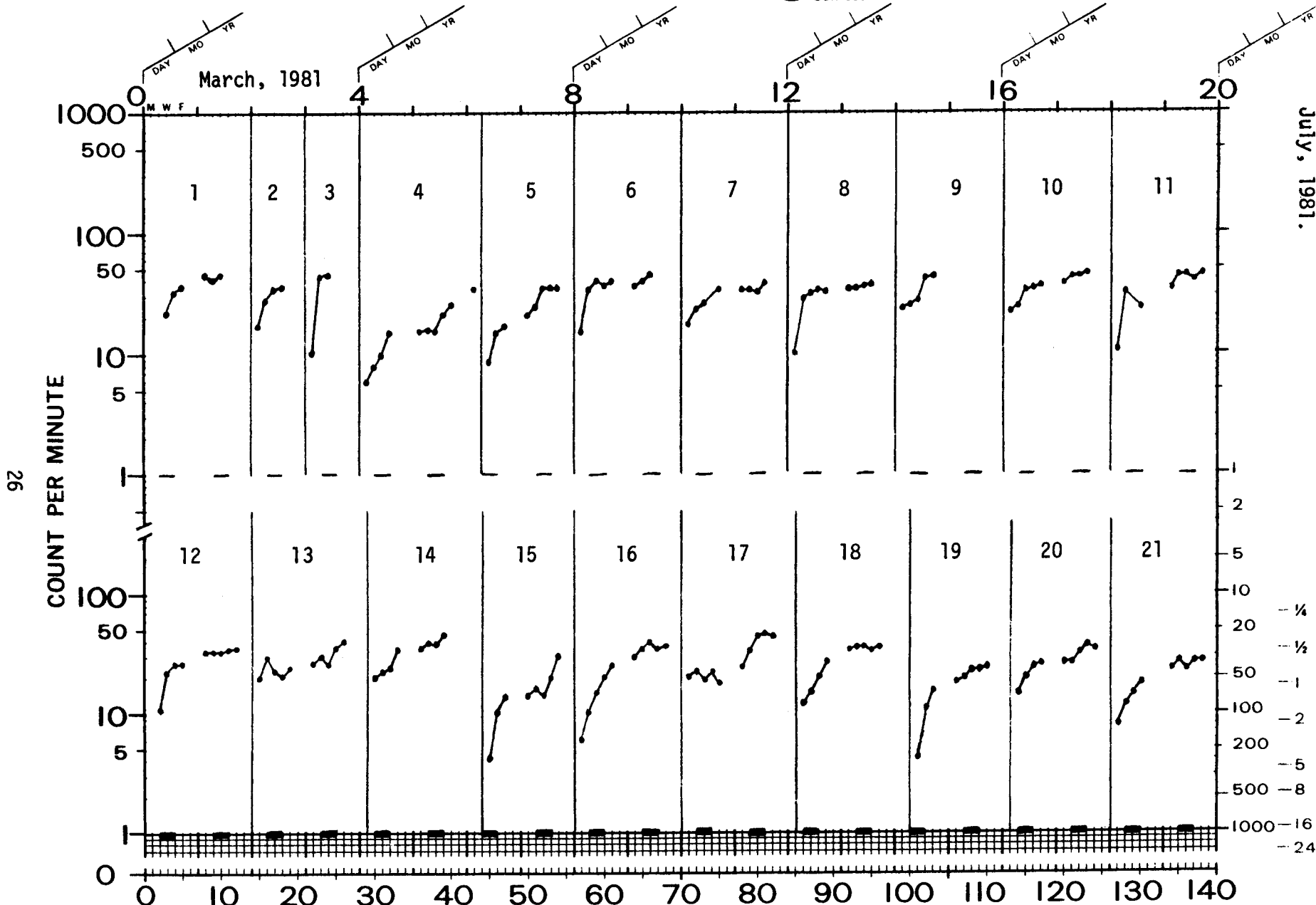
The following data were collected in Ken Meier's regular fifth-grade classroom. Twenty-one students were provided with a list of 45 energy terms. Each child then prepared a set of flash cards. The student saw the front and said the back. Daily 1-minute timings were taken, followed by a short period of peer-conducted review. This was the first time this procedure was used with the children. Like most public school classrooms, Ken's room also contained those children who had been identified as "resource" or "gifted".

Chart 1 displays the data for all 21 children. Look at Chart 1. Draw freehand celeration lines for each of the children. Now try to identify the "resource", "regular", and "gifted" children based on those learning lines:



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26

Bower, Robert and Meier, Ken. Will the real slow learner please stand up? *Journal of Precision Teaching*, Volume II, Number 2, July, 1981.

Chart 1. Find the "resource" and "gifted" students.

R. Bower	K. Meier		21 students	10-11	5th. grade	see and
SUPERVISOR	ADVISER	MANAGER	BEHAVIOR	AGE	LABEL	COUNTED
Howard Elementary School	Fremont, Nebraska				say energy terms	
DEPOSITOR	AGENCY	TIMER	COUNTER	CHARTER		

Those children identified as "gifted" or "talented" are: 1, 2, 11, and 13. Those identified as "resource" students are: 12, 19, and 21.

CONCLUSION. The "resource" child has been too frequently branded with the reputation of a "slow learner". Teacher expectations very often follow suit. Fortunately, evidence contrary to that kind of thinking and feeling is being produced by those who "care enough to chart."

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